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ABSTRACT

Directed to Canadian directors of centers for adult education, this document describes what constitutes quality in a center for adult education and tells how to develop a high quality center. The document consists of three chapters and two appendices. Chapter 1 explains the five dimensions that determine the quality of a center and the 5 factors that influence the dimensions. The dimensions are: the concept of the center; guidance counseling; pedagogical practices; social influences in the center; and the administrative leadership. Chapter 2 explains the indicators of quality with which a center can measure the effectiveness of its operation. The indicators are educational achievement, dropout rate or attendance rate, social behavior, and readiness for the job market. Chapter 3 offers a general framework for a three-step implementation of strategies to be identified by individual centers in order to improve. The steps are to evaluate the active presence of the different factors that influence the cultural quality of the center; draw up a plan to activate or maintain the different factors that influence the cultural quality; and evaluate the influence of the actions taken. The first appendix contains a tabular arrangement of the dimensions, factors, and indicators explained in the document. The second appendix contains tables that centers can use to collect data. (CML)

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**Many thanks to all centre directors.**

**Your concern with quality has been a guide and inspiration for this version of *Profile d'un centre de qualité.***

**Gilles Foucault**
**conseiller en**
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# FOREWORD

***Profile of a Quality Centre*** is a tool for management and pedagogical supervision which is directed to administrators in the S.E.A. and directors in its centres.

***Profile of a Quality Centre*** is predicated on the concept of adult education and educational activities based on principles of adult education, as well as a wealth of information which can be of help to administrators in management tasks, such as:

- setting down priorities
- defining the objectives to be pursued
- establishing a plan of action
- giving an account to various institutional authorities

***Profile of a Quality Centre*** **is a translation of** ***Profile d'un centre de qualité,*** **a version adapted for use in the S.E.A. of** ***Profile d'une école de qualité,*** **which has received the approval of Mr. Laurent Portugais, directeur général.**

***Profile of a Quality Centre*** **was inspired on the one hand by studies that have been undertaken over a period of years in the United States, England and Canada, of factors which influence the quality of schools and of the conditions which make educational programs for adults effective, and on the other hand by the daily operation of centres which is rich with the experience of those working in adult education.**

**The Profile outlined here is subject to improvements which further experience may suggest.**

# INTRODUCTION

A trend towards excellence has been making itself felt throughout the world for several years. Weak performance in the area of efficiency and the onset of more and more competition lie behind this movement. The call to maintain and improve the quality of services is also being heard throughout the education network.

Quality control in education cannot be carried out in the same way as quality control of manufactured products. The quality of education afforded an individual to be able to deal with life, whether it be considered in its personal, professional or social aspects, cannot be easily measured. Nevertheless, we must admit that the quality of experiences which individuals are subjected to affects the quality of their social integration, their professional abilities, and their feelings of personal integrity.

When we consider these factors, it is clear that the quality of an institution of learning plays an important role, and that the undertaking of studies in a particular centre has an effect on the personal, professional and social future of those who attend that centre. Adult education centres are places of learning: intellectual training, personal and social education, professional training. Certain influences within the walls of these institutions are very important.

These considerations should not lead to the quick and one-sided conclusion that all adults who attend adult education centres can be expected to attain the same results, nor that all centres can expect the same levels of success. However, each centre, according to its own conditions, can assure excellence in learning by implementing the conditions that are fundamental to adult education. It is in this endeavour that ***Profile of a Quality Centre*** takes on meaning.

The fundamental mission of adult education is to provide instruction and education: knowledge that opens up the world, an education that makes it possible for individuals to integrate themselves socially by adapting to the customary demands of society and by becoming active members in the development of that society.

Adult education fulfills its mission by providing adults, according to the needs and expectations of society, with the additional training, useful or necessary, to be able to function adequately in life, to improve their learning, their know-how, their personal development, and to realize fully their own potential and their own worth . The ***Profile Of a Quality Centre*** outlined here is directed to all centres, whatever their specific role and educational programmes.

The ***Profile Of a Quality Centre*** is laid out here mainly in five dimensions and four indicators. The first chapter deals with the factors of quality, while the second chapter describes the key indicators of that quality. Chapter Three suggests an outline for implementing a plan of action so as to affect the quality of instruction and education. Appendices include a Summary of Indicators and tables for gathering data according to the types of courses offered.

Chapter 1

# Culture in a Quality Centre

# CHAPTER 1

## CULTURE IN A QUALITY CENTRE

The essential characteristic of a quality centre is its **culture,** which is its own and is unique.

The most recent research, in the field of education as well as in industry, shows that the culture of an organization is what guarantees its vivacity and effectiveness. Institutions are distinguished from each other by the culture which characterizes each of them.

The culture of a centre is made up first of all of the beliefs which its members share, as well as their standards and values. More apparent are its artifacts, that is, what one sees, what one hears, what one feels in a certain place. The principal components of the artifacts are the physical environment and the social environment, which in turn reflect the competence of the personnel, the quality of invested resources and the leadership of the administration. All of these elements influence each other and define people's attitudes and behaviour .

Attitudes and behaviour influence the quality of what goes on in the centre and give it a local, personalized colour. The more importance members give to these particular characteristics, the more we can speak of the presence of a distinctive culture, a culture which is often recognized in certain public and private institutions of learning.

The culture of a centre is recognized when, consciously or even unconsciously, the centre has defined what it should be and when professional endeavours and interpersonal relationships work together daily towards a goal which has been defined and is shared by all involved.

For there to be a culture of quality, there must not be too great a distance between the conception and definition of the centre and the way its daily life unfolds.

The culture of a quality centre is apparent in the following five dimensions:

1. The conception and definition of the centre
2. The guidance counselling
3. The pedagogical practices
4. The social influences in the centre
5. The administrative leadership

In order to affect each of these dimensions, the centre must first act on a certain number of factors which influence the quality of its culture. It is through these diverse factors that a centre can define its orientations and adjust its plan of action if necessary.

The following table briefly outlines the dimensions and the factors which influence the quality of a centre:

**CULTURE IN A QUALITY CENTRE**

**Dimensions and factors**

| |
|---|
| **1 THE CONCEPT OF THE CENTRE**<br><br>**1.1 The objectives**<br>**1.2 The strategies** |
| **2 GUIDANCE COUNSELLING**<br><br>**2.1 Individualized guidance counselling**<br>**2.2 The Adult's Educational Project and Progress Reports** |
| **3 PEDAGOGICAL PRACTICES**<br><br>**3.1 The conditions which favour learning**<br>**3.2 The importance attached to learning**<br>**3.3 Recognition for learning** |
| **4 SOCIAL INFLUENCES IN THE CENTRE**<br><br>**4.1 The influence of the personnel**<br>**4.2 The participation of adult students**<br>**4.3 The involvement of the teachers**<br>**4.4 The importance of the adult's environment**<br>**4.5 The appearance and comfort of the centre** |
| **5 THE ADMINISTRATIVE LEADERSHIP**<br><br>**5.1 Pedagogical leadership**<br>**5.2 Leadership in human relations**<br>**5.3 Administrative leadership** |

# 1. THE CONCEPT OF THE CENTRE

The first fundamental dimension that characterizes a centre of quality is the conception and definition of the centre itself. Only if there is some consensus on the concept of the centre will it be able to operate reasonably well.

Any centre which wishes to follow the path of quality must, first of all, find out what the people who work there understand by a centre of quality. At a later time the diverse tendencies expressed need to be harmonized with the concept that society and the school commission have of a quality centre. The ideal must be reconciled with the real in order for the operation of the centre to become coherent and form a model which is accepted and shared by all. Such a definition is, of course, permanent and yet subject to change: it is permanent in the sense that it is not to be challenged lightly; it is flexible in that it may be adapted to the changing needs of the clientele and of society.

The conception and definition of the centre should:

- Guide the educational process and its development. It should allow for identifying the satisfactory and unsatisfactory aspects of life at the centre and be concerned with a plan of action which would permit maintaining the worthy aspects or improving the unworthy.

- Be the fundamental reference which guides all decisions regarding the general operations of the centre.

- Master and control changes. Permitting an evaluation of the pertinence of proposed changes with respect to the accepted model can be an element of stability at the centre.

- Promote agreement among those in the work place concerning the objectives, strategies and modes of operation.

The conception and definition of the centre will influence the quality of its culture if the following two factors are actually in place: the objectives and the strategies.

### 1.1 The objectives

Taking into account both the conception that the centre defines for itself and the orientations of the C.E.C.M. and the adult education services it offers, the centre defines its objectives.

In the process of clarifying its objectives, the centre must be careful to define both cognitive objectives and objectives which deal with personal development. By doing so, the centre takes responsibility for its primary mission, which is to assure the best possible quality of education and instruction.

### 1.2 Strategies

The centre defines strategies that will permit the attainment of defined objectives.

In the course of defining its strategies, the centre also identifies means which will influence, for example, teaching methods, learning rates, social behaviour, the organization of courses, the distribution of resources,....

## 2. GUIDANCE COUNSELLING

Guidance counselling is one of the key elements of life at the centre. Adults returning to their studies after a more or less long absence expect the centre to meet their educational and professional needs. The quality of the counselling offered to adults is demonstrated by a fair acceptance of previously earned credits, adequate and motivating placement, correct information about the centre, individual help in working out the adults' educational project, the pertinence of services students are referred to, and by the human warmth extended during the registration process and throughout their stay at the centre.

Although counselling is the specific responsibility of the guidance professionals themselves, it should be of concern to everyone working at the centre. A quality centre distinguishes itself by the attention given to each adult by every member of its staff. In the same way, the centre is characterized by the quality of concomitant attention given to adults in progress reports on their educational projects.

### 2.1 Personalized guidance counselling

#### 2.1.1 Guidance counselling is characterized by its ready accessibility and by its personal warmth.

Personalization of guidance services is important for an individual's sense of encouragement, security and self-respect. Adults returning to their studies need to feel that they are being accepted along with their knowledge and their rich background of human experience.

2.1.2 Initiative, creativity and dynamism are the essential qualities of guidance counselling.

Counselling should stimulate students' initiative, self-confidence and enthusiasm with respect to their studies, their search for jobs, and their professional and social development.

2.1.3 Expert guidance counselling is an important resource for analysis of and changes in the educational process at the centre.

The guidance counselling service is an important source of information for the centre about the population it serves. Information gathered by the service can lead to better use of the centre's resources for needs identified by its adult students.

2.1.4 Every member of the staff should be sensitive to the difficulties experienced by adult students.

For many adults, returning to school is a major personal challenge. Adults need a lot of support during the first weeks of adjustment at the centre. They are sometimes embarrassed to express their discouragement, and appreciate it when someone recognizes that embarrassment and approaches them with an offer of help.

2.1.5 Each and every member of the staff participates in the personalization of the guidance counselling service, consciously or unconsciously.

Because of their position and their own life experience, all staff members are sources of professional information.

## 2.2 The Adult's Educational Project and Progress Reports

### 2.2.1 Working out their Educational Project encourages the students to accept responsibility for their undertaking.

By working out the Educational Project, the adult student becomes highly involved. Activities related to working out the Educational Project are conceived in such a way as to make clear to students their own responsibility for their project.

### 2.2.2 The information given is clear and up-to-date.

### 2.2.3 The Guidance Counselling Service organizes and offers activities to provide information about and access to the educational and professional world.

The Service instigates, organizes and supports activities for personal growth and personal responsibility, social integration, information on the quality of life within the centre and outside the centre and on any subject affecting the lives of adult students, such as children's education, mental health, managing a budget, the job market,....

### 2.2.4 Adults receive guidance in progress reports on their Educational Project.

For adult students, teachers are of considerable significance. Adult students attach great importance to the attention given to them by teachers. Teachers question, counsel and encourage adults in the undertaking of their Educational Project. Through the personal and developmental process of the Educational Project and the help given to students, the centre stimulates a growing interest in students for their personal development and self-awareness.

## 3. PEDAGOGICAL PRACTICES

A centre is first and foremost an environment for learning. Therefore, facilitating the acquisition of knowledge and skills and fostering the development of appropriate attitudes and behaviour must be its fundamental aims.

A quality centre projects an image which clearly states that learning is of utmost importance and that expectations are high. This image is directed as much towards its adult students as towards its personnel. The professional competence of its teachers must, therefore, be a constant consideration.

The different factors which influence this dimension are:

3.1 The conditions which favour learning

3.2 The importance attached to learning

3.3 Recognition for learning

Each of these factors is evidenced to a greater or lesser degree in a number of concrete actions, observable in the everyday life of the centre. Those described below represent reference points which can guide a centre in its undertaking to develop the different factors.

### 3.1 Conditions which favor learning

Teaching must permit adult students to attain their objectives. For this to happen, teachers must bring into play all of their know-how, while the centre's team must work together in order to assure the best possible conditions for learning.

### 3.1.1 Classroom teaching is prepared ahead of time.

Planning for the classroom is a responsibility which falls on the shoulders of teachers in the adult education program. Careful planning of objectives, strategies, teaching material and evaluation averts the hazards of trial and error and enhances the quality of learning.

### 3.1.2 Adult students are actively and continually engaged in learning activities.

Adult students do not simply wait for something to happen, nor do they wait for explanations or information. The methodology and the pedagogical approaches used, as well as the organization of the work, permit the students to make full use of the time spent at the centre in learning activities. Adult students know at all times what to do, why to do it and how to proceed. It is seldom that they have to wait for explanations and information.

### 3.1.3 The methods used require the total participation of adult students in their learning.

The teachers role is to facilitate the learning process. In the student-teacher relationship, the distinction between the one who is knowledgeable and the one who is not knowledgeable is reduced to its minimum. Adult students are the principal agents in their learning process; they are capable of taking the initiative and they are capable of developing autonomously.

### 3.1.4 The course content makes use of the life experience of the adult student.

Adult students are interested in that which gives them a better understanding of themselves and their environment. Teaching activities make reference to their real-life situations.

### 3.1.5 The pedagogical organization makes it easy for adults to become involved in helping other adult students.

Peer learning is an important activity in the adults' learning process. By explaining to others what they have learned they can gain a better grasp of what they have studied.

### 3.1.6 Pedagogical approaches and teaching styles are varied.

Because adults have many different ways of learning, each has a better chance to benefit from lessons when the teaching models are varied.

### 3.1.7 There is continuity from one activity to another, and from one course to another.

The teacher assesses the course, establishes links between what has been covered and what is to be covered, and makes connections between abilities: knowledge, know-how, and appropriate attitudes.

3.1.8 In class, teachers create an atmosphere which stimulates adults to discover and develop their abilities and capacities.

The teacher-adult student relationship is stamped with authenticity, respect, confidence, understanding, willingness to listen and openness. Adults, as a result of the atmosphere created in the group or class, are comfortable expressing themselves and are stimulated to learn well and overcome learning difficulties.

3.1.9 Teachers are on the lookout for adult students caught in persistent difficulties and are ready to provide the necessary support.

What many adult students require is for someone to approach them directly, without necessarily being called upon, and provide support at the right moment. Adult students expect this attention from teachers.

3.1.10 Procedures to respect in class, and behaviour expected at the centre, are clearly established.

Adults know what is acceptable and what is not and that helps create a climate of confidence and security. Adults need to know what is expected of them.

## 3.2 The importance attached to learning

A centre of quality attaches utmost importance to learning and has high expectations of its adult students. Teachers, therefore, must conduct themselves accordingly.

### 3.2.1 Teachers must let adult students know that they have high expectations of them.

These expectations can encourage maximum effort on the part of the students and still take into consideration the abilities of each individual. The manifestation of these expectations is the mark of confidence and respect that teachers have for each adult student.

### 3.2.2 Teachers regularly assess their pedagogical practices.

This practice is widespread at the centre, whether individually or in groups.

### 3.2.3 Teachers are up-to-date on the most recent pedagogical developments.

Teaching personnel widen their knowledge and sharpen their abilities by keeping abreast in their field.

### 3.2.4 Evaluation is an on-going process.

Formative evaluation is a regular practice. If this feedback is given in groups, it can be done in a receptive atmosphere as well as in a constructive and reassuring way that emphasizes the students' self-esteem.

3.2.5 A review of academic progress takes up a good part of teaching time.

Success is pointed out and failures are described and explained to adult students.

3.2.6 Self-evaluation is strongly encouraged, taught and supported.

3.2.7 Exercises for enhancement and transfer of learning skills are offered regularly.

Consolidation and reinforcement activities are important for strengthening what is learned. The additional time allotted for such exercises is an important factor in assimilating what is being learned and, as a result, is an important factor in the academic, personal and professional success of students.

## 3.3 Recognition for learning

A centre of quality recognizes, in one form or another, the efforts and success of its adult students.

3.3.1 Recognition for learning is shown through expressions of approval and praise.

The need for self-esteem, self-realization, the feeling of competence, these are necessary elements in the process of personal development and perseverance. Approval and praise have positive effects which can be observed both in the learning process and in the behaviour of adult students.

3.3.2 The centre acts to recognize achievement in order to underline the importance it attaches to educational success, success which is attained through tenacity and perseverance.

The awarding of certificates rewards recipients and highlights the importance that the centre attaches to scholastic, professional and social success. Delays are short between the moment of success and its recognition.

# 4. SOCIAL INFLUENCES

Through their knowledge, know-how, and attitudes, the personnel play a determining role in the everyday life of a quality centre. If a shared concept of the role of the centre and well-defined pedagogical practices constitute important artifacts of the culture of a quality centre, so too the interpersonal relationships and the physical environment profoundly influence the quality of school culture.

The different factors which influence this dimension are:

4.1 The influence of personnel

4.2 The participation of the adult students

4.3 The involvement of the teachers

4.4 The relationship with the adults' environment

4.5 The appearance and the comfort of the centre

Each of these factors makes itself apparent in different ways.

## 4.1 The influence of personnel

The image that is projected of the role that the staff plays at the centre, be it the administration, professionals, teachers or support personnel, influences the behaviour of adult students in their learning.

### 4.1.1 The relationships between members of the staff are harmonious.

The manner in which members of the staff behave among themselves and towards students is influential.

A message is not necessarily conveyed by words alone. The observable attitudes and relationships among staff members are also factors which enter into the message which is finally conveyed.

### 4.1.2 The personnel clearly demonstrates its confidence in the ability of all adult students to learn.

Personnel working in the centre must believe and be seen to believe that adult students can learn, and must make every effort to communicate this conviction to students. This is particularly important for those adult students who are experiencing difficulties and who may be pessimistic about their possibilities for success.

### 4.1.3 The personnel is available to help adult students.

Availability is not limited to devoting time to students. It consists chiefly in an attitude of openness, friendliness and an attentive presence.

### 4.1.4 The teachers demonstrate consistency in their actions.

The following acts are observable: uniform application of the rules that govern life at the centre, mutual support, helpful attitudes, an absence of useless conflicts, mutual respect, team preparation of academic activities, adherence to the same general methods.

It must be pointed out that the more teachers agree on the general educational approach, on the goals to pursue and the methods to be employed, the greater their group autonomy and the more diversity and tolerance are possible in the everyday operation of the centre.

### 4.1.5 The personnel pays particular attention to well-being at the centre.

The personnel is careful to create and maintain material conditions of quality. The personnel cooperates in the quality of life at the centre: cleanliness, decoration, calm, clean air.

## 4.2 The participation of the adult students

A centre of quality tends to have few rules because the common needs of the group are already focused on rights and responsibilities.

### 4.2.1 Adult students are actively involved in the establishment of policies, rules and regulations concerning their life at the centre.

Here it is not only a question of the participation of the adult students in a body which decides on social and extracurricular activities, but of their involvement in the development of policies which concern them. Adult students need to be recognized as being able to direct their life at the centre.

### 4.2.2 Adult students participate in the organization of courses and in their learning.

Teachers take into consideration the adult students' opinions in the planning of learning activities. All adult students possess, in addition to their personal experience, professional experience that distinguishes them from each other. It is for this reason that teachers must encourage the participation of adult students in the organization of their learning. The message conveyed to them, that they can be trusted to direct their own learning, prompts them to respond positively to expectations held of them.

### 4.2.3 Adult students have the opportunity to participate in extracurricular activities.

Extracurricular activities are an important occasion for developing relations among peers, a basic element in any social system. Furthermore, such activities are an occasion for adult students to demonstrate their abilities and talents, thereby developing their attachment to and sense of belonging at the centre.

## 4.3 The involvement of the teachers

A centre gains quality from consistency in the pursuit of objectives and in the approaches of all its members. It is important that all its personnel work together and agree with each other on the essentials of teaching practices and that they support the general regulations of the institution. In a quality centre decisions are made at upper levels while respecting the process of consultation.

### 4.3.1 All teaching personnel feel involved in what goes on at the centre.

This bond reinforces the image of the personnel. The feeling of belonging is a source of creativity, of innovation, of diligence and of participation in problem solving which may flower at the centre.

### 4.3.2 Teaching personnel involve themselves in the decision-making process while respecting the limits inherent in their position.

Consultation with teachers regarding life at the centre and policies that fall within their competence works towards assuring a greater unity in the educative operations at the centre.

### 4.3.3 Teaching personnel involve themselves in extracurricular activities.

Teaching personnel demonstrate a deeper interest for adult students by joining them in the pursuit of objectives that are other than strictly educational. The participation of teachers encourages a feeling of belonging in adult students.

## 4.4 The importance of the adult's environment

The influence of the human environment on the adult students' motivation to study should not be neglected. A centre of quality establishes links with people important to the adult student and interests those people in life at the centre. A centre of quality makes an effort to interest the greatest possible number of significant people outside the centre in order to create an atmosphere which will be motivating and stimulating for adults in the pursuit of their goals.

### 4.4.1 The centre takes an interest in the adult students' social environment by providing information about the centre and the training that is offered there.

The more that those people close to the adult students know about conditions related to a return to studies, the better they will be able to understand and provide support.

### 4.4.2 The centre maintains relations with the social environment of adult students as a source of support.

The centre encourages the participation of the adult students' social environment in the accomplishment of their educational project. As a result, the centre links community social organizations, informational and support resources to the centre's guidance counselling service.

## 4.5 The appearance and comfort of the centre

A quality centre takes great care in the general appearance of its premises. The size, age, and available space of the building are not necessarily the predominant factors determining quality. Cleanliness, upkeep, decorations, and colours influence behaviour and are at first sight the reflection of the quality of services which are offered and of the seriousness of the schooling that is provided there. The quality of the physical environment is an important factor in developing a sense of belonging.

### 4.5.1 The classrooms and corridors are attractive (plants, pictures, murals, school works...).

The works of adult students are used as decorations for the premises. They provide a stimulus for other accomplishments and are evidence of the quality of services provided in the centre. Likewise, adult students are encouraged to create an environment that is significant to them.

### 4.5.2 Great care is taken not to let things deteriorate.

By stimulating concern for the environment, a feeling of ownership and belonging is developed.

## 5. ADMINISTRATIVE LEADERSHIP

Administrative leadership at a centre exerts a fundamental influence on the quality that is found there. The administrative priority in a centre is to exercise a role of leadership in pedagogy. In order to do so, the administration must have at least a minimal knowledge of recent pedagogical developments and be able to act as a source of information and know-how for its teachers. Of course, that does not mean that the administrative team has to have an in-depth knowledge of all the programmes offered for study, but it must nevertheless be able to discuss teaching techniques and approaches without playing the role of expert in course material.

Good administrative leadership draws on principles espoused by motivational psychology and pays particular attention to the following domains:

- the objectives and their clarification
- pedagogy and the necessary support for teachers
- a constant reminder of high expectations
- management in organizing the centre and school supervision
- interest and involvement through a visible presence

The different factors tied to this dimension are the following: pedagogical leadership, leadership in human relations, and administrative leadership.

## 5.1 Pedagogical leadership

The pedagogical role of the administration lies at the heart of good management at the centre.

5.1.1 The administration provides a clear vision of what the centre should be on an academic level.

5.1.2 The administration actively concerns itself with the identification and spelling out of pedagogical objectives and courses of action at the centre.

5.1.3 The administration discusses pedagogy and adult education on a regular basis with its teachers: educational models, the pertinence of programmes, learning styles, evaluation, grading, academic achievement, the use of praise, guiding principles in personal development, social integration,....

5.1.4 The administration encourages teachers to participate in its responsibility and commitment to the quality learning realized by adult students.

5.1.5 The administration is consistent in the academic and disciplinary operations of the centre.

5.1.6 The administration plans in-service training activities for its personnel, based on the needs of the centre.

5.1.7 The administration encourages and facilitates professional development among the personnel.

5.1.8 The administration attaches major importance to pedagogical supervision.

## 5.2 Leadership in human relations

The centre is a social institution where interpersonal relations play a dynamic role. The administration is careful to maintain harmonious human relations.

5.2.1 The administration considers all members of its staff as partners in the centre's educational mission.

5.2.2 The administration solicits the participation of its personnel in making decisions which concern them.

5.2.3 The administration has high expectations of its personnel and keeps them aware of it.

5.2.4 The administration is available for its personnel and its adult students. It demonstrates its interest and its involvement in the academic success of its students.

5.2.5 The administration maintains direct lines of communication with the outside world: the job market, organizations, corporations, placement offices,...

The links established with businesses and social agencies open the way for the placement of adult students and provide information necessary to adapt educational services to the needs of the job market.

## 5.3 Administrative leadership

Management at the centre consists in administering the instruction and training offered. It is true to say that the administration of the centre is at the service of the educational mission and orientations that are imposed upon it by the S.E.A.

The administrative function of the management in a centre occupies an important place. It is made even more important by the fact that quality of the centre results from the quality of its management. Administrative leadership in this field is fundamental.

5.3.1 The management has a thorough knowledge of the S.E.A.'s Administrative Manual.

5.3.2 Decision making aims for long term rather than short term results.

5.3.3 The management, in its administrative choices, takes into account their impact on its leadership in pedagogy and its leadership in human relations.

5.3.4 The organization, illustrated by a chart of roles, functions and responsibilities, ensures the effectiveness of each member of its staff.

5.3.5 Budget management is carried out in terms of the needs of the adult students according to the mission, orientation and objectives of the S.E.A. and of the centre.

5.3.6 Management of human resources is carried out in terms of the needs of the adult students according to the mission, orientation and objectives of the S.E.A. and of the centre.

5.3.7 Continuous entry of students is planned and worked out in such a way as to make the centre accessible to adult students.

5.3.8 The scheduling of classes is undertaken in such a way as to ensure the accessibility of the centre's services to adult students.

5.3.9 The organization of courses and the number of adult students accepted make maximum use of the functional capacity of the centre.

5.3.10 The location of services makes for good communication within the centre and provides easy access for adult students to these services.

5.3.11 The administration attaches great importance to administrative supervision in its time management.

Chapter 2

# Indicators of a Quality Centre

## CHAPTER 2

# INDICATORS
# OF A QUALITY CENTRE

A centre of quality directs the greater part of its energies, its attitudes and its know-how towards instruction and training of its adult students. We must now identify a certain number of indicators that will permit the centre to measure the effectiveness of its operation.

Numerous research studies on educational effectiveness suggest a long list of indicators: the degree of satisfaction on the part of the people involved: the administrative leadership, educational results, high expectations, financial resources, the attitudes of the adult students, the experience and qualifications of the personnel, etc. A great number of these indicators imply an analysis which may be too subjective or even seem to be of little significance. The indicators retained by the S.E.A. are:

1. Educational achievement
2. Dropout rate/attendance
3. Social behaviour
4. Readiness for the job market

These four indicators do not pretend to reflect the final outcomes or the objectives pursued by the centre. They nevertheless illustrate some essential aspects of the educational process. If a centre pursues additional objectives, that in no way diminishes the pertinence of the four indicators.

These indicators are interdependent and influence each other: Greater educational success promotes better attendance and better social behaviour, and vice versa....

These four indicators may, therefore, be taken as barometers which measure whether the centre is more or less on the road to excellence.

## 1. EDUCATIONAL ACHIEVEMENT

To help students acquire knowledge and to develop skills, attitudes and behaviour, these are the daily objectives that the centre pursues. Learning rates are an indicator of the degree of achievement of these daily objectives. The validity of this indicator is reflected in the connection that exists between the learning objectives laid out by the centre and the time required by the adult to achieve them. This indicator is valid only as long as it is measured against an accepted standard of performance which reflects the type of instruction offered by the centre.

The centre and its teaching personnel must stand up for each and every adult student in order to assure all of them the best possible conditions for success. Keeping the needs of each student in mind means taking steps to improve their knowledge, skills and learning rates in the different courses and training programmes; but it also leads to a greater involvement which takes into consideration all the different aspects of the centre.

## 2. DROPOUT RATE/ATTENDANCE

Undertaking studies presupposes that adult students have acquired academic skills necessary to be able to move up through the system, thereby making it possible to be able to continue to fully participate in their personal, professional and social development. A quality centre quite naturally encourages students to complete their studies and their educational aspirations defined within the framework of the adult's educational project, and to obtain, where applicable, the certificate awarded by the institution and bodies with which it is associated.

Without underestimating the effects of specific phenomena such as the socioeconomic, mental and physical health factors, certain circumstances influence the more or less regular attendance of some adult students: perceived values, norms, the social climate, recognition for learning, etc. However, attendance, insofar as it is a condition for success, reflects the quality of teaching and support given to adult students in their undertaking.

A centre of quality succeeds in creating a culture which encourages adult students to invest their energies in completing their educational project. The centre also puts into effect a system which encourages attendance (a flexible schedule, a choice of courses, varied teaching methods, adequate and motivating placement, a clear outline of course work, multiple services,...) and creates a spirit of pride for completing the educational project.

## 3. SOCIAL BEHAVIOUR

A centre is a social institution. It stands to reason, therefore, that the individuals who attend the centre must conform to certain standards of social behaviour. These standards, based on the rights and duties of both the individual and the social institution that the centre is, are defined by the centre itself, ideally with the participation of students.

Just as the behaviour of the personnel has certain repercussions and should encourage harmony in the centre, so the behaviour of adult students in their academic and social activities should conform to certain fundamental rules of behaviour and attest to respect for others, a sense of civic duty, self-discipline, responsibility and involvement.

For several years now, centres have been called upon to take on a greater and greater role in the social integration of an important part of their clientele. This situation calls for the inclusion of courses in personal and social education, specific instances of consultation and referral, social and informational activities aimed at acquiring behaviour which demonstrates a sense of responsibility, and an ability to take on and accept responsibility, autonomy and social involvement. These educational measures should foster the development of a unity of social behaviour, which is a sign of the cultural quality of the centre.

## 4. READINESS FOR THE JOB MARKET

A quality centre is characterized by its capacity to enable adult students to successfully integrate themselves into society. This integration takes the form primarily of freedom from economic dependency. Financial autonomy is accomplished by entry into or return to the job market. Obtaining employment is above all an assertion of personal qualities and professional competence. Having a job is an important source of pride and personal dignity.

A centre of quality, as well as opening up a wealth of knowledge for its adult students, also develops in them self-discipline, good work habits, self-confidence, a sense of responsibility, and social consciousness. Because the social context of the centre is stable, controlled, and at the same time diversified, it encourages in its adult students the development of those same qualities, which enhance the possibility of finding employment .

Adult students who enroll in professional training centres can pursue a very precise objective, one of acquiring the necessary competence either to retain their job, or improve their earning power and position, or be able to find a job in a specific field. A centre responds to these needs through the quality of its teaching and the services it offers.

Chapter 3

# Towards a Plan of Action

# CHAPTER 3

## TOWARDS A PLAN OF ACTION

**WHEN EVERYONE WORKING IN A CENTRE IS CAPABLE OF EXPLAINING WHY THE CENTRE IS THERE, WHAT IT DOES, HOW IT DOES IT AND THE DIRECTION IT IS TAKING, THAT CENTRE HAS SUCCEEDED IN CREATING A QUALITY CULTURE AND IS THEREFORE IN A POSITION TO ESTABLISH PRIORITIES AND FORM A PLAN OF ACTION.**

The means for activating the cultural quality of a centre are diverse and only the centre's own personnel can decide on them. The following proposals offer a general framework for a three-step implementation:

- Evaluate the more or less active presence of the different factors which influence the cultural quality of the centre.
- Draw up a plan to activate or to maintain the different factors which influence the cultural quality.
- Evaluate the influence of the actions taken.

## EVALUATING THE PRESENCE OF KEY FACTORS

This evaluation, based on clear perceptions, will reflect the way in which the centre has defined itself with respect to those factors and dimensions which have been retained. Without doubt, those who work within the centre are in the best position to perceive things clearly; they are the ones most affected by the cultural quality of the centre. Furthermore, since a concerted effort aimed at effecting quality must come from the centre itself, it is in the centre's own interest that it undertake this evaluation.

Although there are several methods of drawing a perceptual portrait of a centre, the one most often used can be summarized in several steps

The first and fundamental step, on which all further action depends, is one in which the centre's administration itself adopts as its own all the factors and dimensions which characterize the culture of a quality centre.

The second step consists of involving the personnel at the centre. Creating a quality centre depends exclusively on the common will of those who work within it; external help can only contribute at the organizational level. Usually, at this stage, the personnel are informed of the contents of ***Profile of a Quality Centre***, of the administration's desire to maintain or improve quality, and of the need for all those who work at the centre to be involved in this undertaking. Given a favorable response, the next step involves establishing simple mechanisms by which the presence of those factors

influencing the quality of the centre can be ascertained. To this end, a variety of procedures are possible: a round-table discussion by all involved; a questionnaire developed jointly by the S.E.A and the centre; the formation of a committee responsible for consulting members of the staff, or the C.P.E.P.E.'s taking charge.

## FORMULATING A PLAN OF ACTION

Once the more or less active presence of the key factors and dimensions has been ascertained as accurately as possible, taking into account the particular style of management at the centre and the strategy decided upon, the most important phase then concerns putting a plan of action into effect.

The general objective of improving school quality must be translated into concrete action.

The first step involves identifying the factors and indicators which will receive particular attention. This could be all the factors, or it could be a certain number of them, depending on which it is judged necessary to maintain at their present levels and which require more serious attention. This decision must take into account the will of those involved, the time available, the energy required, and the possible costs. The second step involves putting into effect the decisions specified in the plan of action, which should include

the proposed actions, the expected deadlines, and the estimated expense, if any.

Through efficient pedagogical supervision, the administration sustains the centre's endeavours and intervenes directly in the process which it has undertaken.

## EVALUATING EFFECTS

Implementing the factors which affect the quality of a centre is a continuous process. Results should be evaluated regularly, therefore, at the very least annually in order to set things in motion for the following year.

Such an evaluation can be quite simple. It involves reassessing the degree to which the key factors and dimensions previously specified are operational at the school by means of the same process of self-evaluation, if pertinent, by modifying the process, if required. The decisions resulting from this evaluation will be of the same order as those resulting from the original: identifying those factors which must be maintained or improved, implementing a plan of action and assessing the results at the end of the year. The evaluation can be more complex should the centre decide to clarify its procedures more explicitly. It might, for example, deal with the perception of change, the usefulness of its endeavours, the process itself, or the unexpected effects of its actions.

# CONCLUSION

The entire process of formulating a plan of action with the intention of maintaining or improving the quality of instruction and education creates a dynamic which leaves no one indifferent. The calling into question, or at least the renewed awareness of life at the centre, should produce positive results by bringing to light its basic cultural and educational foundations.

If all the dimensions and factors which influence the quality of school culture are present and active, there is every reason to believe that the indicators of that quality will reveal a situation where education will be improved, where dropouts will be fewer, where there will be good standards of behaviour, where readiness for the job market will be outstanding.

## A QUALITY CENTRE

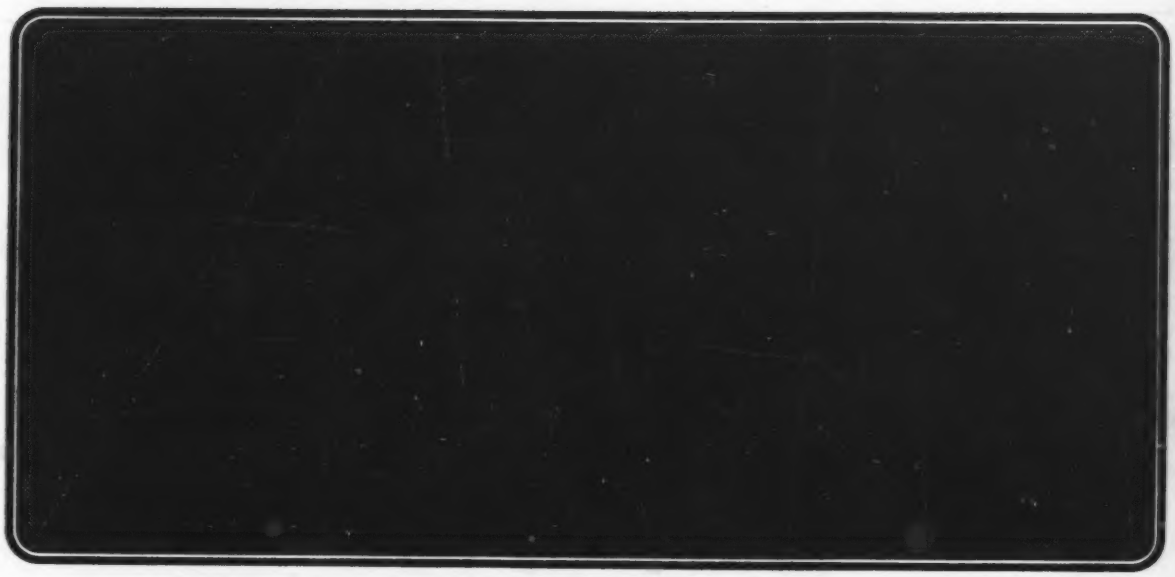
**INDICATORS**

Educational achievement, dropout rate/attendance, social behaviour, readiness for the job market

| CONCEPT OF THE CENTER | | GUIDANCE COUNSELLING | | PEDAGOGICAL PRACTICES | | |
|---|---|---|---|---|---|---|
| 1<br>Objectives | 2<br>Strategies | 3<br>Personalized Guidance Counselling | 4<br>Adult's Educational Project | 5<br>Conditions which favor Learning | 6<br>Importance attached to Learning | 7<br>Recognition for Learning |
| • instruction<br>• professional training<br>• of personal and social development | • attainment of objectives | • availability<br>• personal warmth<br>• attention given to adults having problems<br>• creativity<br>• dynamism<br>• initiative<br>• analysis of the educational process at the centre<br>• active recruitment<br>• needs analysis<br>• interaction of those involved with the adult students | • helping the adult student become responsible<br>• up-to-date information<br>• information on education and the professions<br>• activities for personal growth, responsibility and personal help<br>• information about different aspects of the adults' lives<br>• progress reports<br>• formative evaluation of educational plan<br>• helpful questions<br>• advice<br>• encouragement | • making good use of learning time<br>• planning for the classroom<br>• participation of adults in their learning<br>• reference to the adults' life experience<br>• teacher involvement<br>• peer learning<br>• linking abilities and skills<br>• evaluation of learning difficulties and support<br>• clear rules for behaviour<br>• social and emotional atmosphere:<br>>openness<br>>confidence<br>>acceptance<br>>stimulation | • high expectations of students<br>• varied teaching styles<br>• interaction among teachers about teaching practices<br>• formative evaluation of learning<br>• academic review<br>• time devoted to learning outside of class<br>• support for self-evaluation | • expressing praise and approval<br>• recognition for success |

| SOCIAL INFLUENCES | | | | | ADMINISTRATIVE LEADERSHIP | | |
|---|---|---|---|---|---|---|---|
| **8 Influence of the personnel** | **9 Participation of the student population** | **10 Involvement of teachers** | **11 Relationship with the adults' milieu** | **12 Appearance and comfort of the centre** | **13 Pedagogical function** | **14 Human relations** | **15 Administrative function** |
| • good human relationships<br>• confidence in the abilities of adult students<br>• availability<br>• consistency in actions<br>• care of centre | • development of policies, rules and regulations<br>• input into courses<br>• extracurricular activities | • life at the centre<br>• consultation process<br>• extracurricular activities | • information about the centre and its courses<br>• support for the adult student | • cleanliness and decorations<br>• involvement of the adults<br>• care of the premises | • pedagogical direction<br>• pedagogical objectives<br>• communication with teachers<br>• in-service training<br>• consistency in pedagogical and disciplinary concerns<br>• pedagogical supervision | • partnership in education<br>• consultation<br>• high expectations<br>• availability to the personnel and students<br>• links with the outside world | • understanding of the administrative manual<br>• long-term vision<br>• administrative choices<br>• organizational chart of roles, functions, responsibilities<br>• budget management<br>• management of human resources<br>• continuous admissions<br>• choice of schedules<br>• best use of the centre's space<br>• centralization of services<br>• time management |

60



# PRESENTATION

An index is factual data to which significant meaning is attributed. In the present case, that is to attribute to certain facts the capacity to reflect the quality of educational services offered at the centre. In itself, an index is brute data. Nevertheless, when considered in relation to other educational aspects, the data becomes significant as indicators of whether things are functioning well, better than average, or excellently at the centre.

It is important to understand that the factual data of each of these indexes are not a judgement on the quality of services rendered by the centre. The indexes simply state facts. It is up to the director of the centre to describe and explain such information. Along with the leadership of the S.E.A., the centre's director determines the degree to which the facts are indicators of that which is good, average or excellent. At that point, an evaluation of the quality of services can be made.

The following table can be used for gathering factual data. That compilation is made at the end of the school year.

When accumulated from year to year, such data make up important points of reference which should prove significant in all decisions affecting the maintenance and improvement of services offered by the centre.

**Service de l'éducation des adultes**

**General Education**

**English Sector**

**Full-Time** ☐ **Part-Time** ☐

**Centre** _____

**Quality Index**

**1 July 19___ to 30 June 19____**

## 1. Educational achievement

### 1.1 For all programs

1.1.1 Average number of courses passed per adult: _____ courses

1.1.2 Percentage of adults who finished Secondary III: _____%

1.1.3 Percentage of adults who finished Secondary V: _____%

1.1.4 Average number of hours per credit: _____ hours

### 1.2 According to subject

1.2.1 English Mother Tongue

| Student Population :<br>• Former Dropouts<br>• Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objectives | % Dropouts |
|---|---|---|---|---|---|---|
| | GEN-211<br>GEN-212<br>GEN-221<br>GEN-222<br>GEN-232<br>GEN-233<br>GEN-251<br>GEN-252<br>GEN-253<br>GEN-254 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

1.2.2 Mathematics

| Student Population :<br>• Former Dropouts<br>• Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objectives | % Dropouts |
|---|---|---|---|---|---|---|
| | GMA-211<br>GMA-212<br>GMA-221<br>GME-221<br>GMG-241<br>GMA-241<br>GMA-242<br>GMA-243<br>GMA-251<br>GMA-252<br>GMA-253<br>GMA-254<br>GMA-255<br>CMC-241<br>CMC-242 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

1.2.3 French as a Second Language

| Student Population :<br>• Former Dropouts<br>• Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objectives | % Dropouts |
|---|---|---|---|---|---|---|
| | GFS-211<br>GFS-221<br>GFS-231<br>GFS-241<br>GFS-251<br>GFS-252<br>GFF-211<br>GFF-221<br>GFF-831<br>GFF-841<br>GFF-851<br>GFF-852 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

1.2.4 Science

| Student Population :<br>• Former Dropouts<br>• Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objectives | % Dropouts |
|---|---|---|---|---|---|---|
| | GSC-241<br>GSH-241<br>GPY-241<br>GPY-251<br>GB-251 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

1.2.5 Electives Secondary IV

| Student Population :<br>• Former Dropouts<br>• Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objectives | % Dropouts |
|---|---|---|---|---|---|---|
| | CWL-241<br>CWL-242<br>GSI-241<br>GBE-241<br>GBE-242<br>GBE-243<br>COB-241<br>CDB-241<br>CDV-241<br>CTC-241 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

1.2.6 Electives Secondary V

| Student Population :<br>• Former Dropouts<br>• Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objectives | % Dropouts |
|---|---|---|---|---|---|---|
| | CTL-251<br>CTL-252<br>CTL-253<br>GSH-255<br>CEP-252<br>CEC-251<br>CEC-252<br>CEC-253<br>CEC-254<br>CEC-255<br>GEP-251<br>CMK-351<br>GSH-257<br>GEP-452<br>CDD-251<br>CDD-252<br>CDD-253<br>CDV-251<br>CDV-252<br>CDV-253<br>CAA-854 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

1.2.7 Computers

| Student Population :<br>• Former Dropouts<br>• Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objective | % Dropouts |
|---|---|---|---|---|---|---|
| | CAA-854<br>CWL-241<br>CWL-242 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

1.2.8 Typing

| Student Population :<br>• Former Dropouts<br>• Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objectives | % Dropouts |
|---|---|---|---|---|---|---|
| | CDB-241<br>CDD-251<br>CDD-252<br>CDD-253<br>CDV-241<br>CDV-251<br>CDV-252 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

1.2.9 Commercial studies

| Student Population : • Former Dropouts • Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objectives | % Dropouts |
|---|---|---|---|---|---|---|
| | CEC-251<br>CTL-241<br>CMC-241<br>CMC-242<br>CDJ-251<br>CCA-241<br>CCL-241 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

1.2.10 Social Studies

| Student Population : • Former Dropouts • Other | Course Number | Total Enrollment | % Success | % Failure | % Pursuing Objectives | % Dropouts |
|---|---|---|---|---|---|---|
| | GEP-251<br>GEP-452<br>GSH-255<br>GSH-257 | | | | | |

Total number of adults registered: _____

Average number of courses passed: _____

### 1.2.11 Literacy

(in preparation)

## 2. DROPOUT RATE/ATTENDANCE

2.1 Percentage of adults who finished their Educational Project _____%

2.2 Percentage of adults who are continuing their Educational Project at the centre _____%

2.3 Percentage of adults who changed centres within the same Educational Project _____%

2.4 Percentage of adults at the centre who abandonned their Educational Project _____%

2.5 Percentage of dropouts for the following reasons:

2.5.1 family responsibilities _____%

2.5.2 employment _____%

2.5.3 financial difficulties _____%

2.5.4 learning difficulties _____%

2.5.5 lack of interest _____%

2.5.6 enrollment in professional training program _____%

2.5.7 dissatisfaction with services _____%

2.5.8 new community or social responsibility _____%

2.5.9 personal reasons _____%

2.5.10 expulsion _____%

2.5.11 reasons unknown _____%

2.6 Total number of days of absence: _____

2.7 Average number of days absent per adult _____

2.8 Number and percentage of adults absent:

| | Number of days | % |
|---|---|---|
| 2.8.1 zero absences | _____ | _____ |
| 2.8.2 from 1 to 10 days | _____ | _____ |
| 2.8.3 11 or more days | _____ | _____ |

## 3. Social Behaviour

3.1 Actions taken in order to improve certain behaviours that have negative influences on the quality of services and on the overall quality of the centre:
(examples of such behaviour: tardiness, smoking, lack of respect for property, stressful relationships between adults, violence, breaking things,...
examples of actions: publicity campaigns, vigilance, meetings with individuals, student lounge, decorations, cafeteria services,...)

3.2 Actions aimed at the social integration of adult students:

3.2.1 Interviews for personal help:
(examples: role of guidance counselling service, room assignment, designated teachers, tutorial, availability of administration,...)

3.2.2 Activities for academic and professional information:
(list and description).

3.2.3 Activities for information and support of adult students:
(list and description)

_____

_____

_____

3.2.4 Social acitvities:
(list and description: examples--Christmas party, sports activities,...)

_____

_____

_____

_____

3.2.5 Organization of optional courses:
(examples: personal and social development, job preparation training, transition to work,...)

_____

_____

_____

_____

3.3 Improved behaviour which demonstrates a greater acceptance of responsibility on the part of adults.
(examples: respecting appointments, keeping their word, respecting deadlines, losing less time on extended breaks and lunch hours, being absent only when necessary, respecting obligations to peers,...)

_____

_____

_____

_____

_____

_____